

Surname	Centre Number	Candidate Number
Other Names		0



GCSE

4432/01

PSYCHOLOGY

UNIT 2: Cognitive Psychology; Individual Differences; and Ethics and Research Issues in Psychology

P.M. FRIDAY, 7 June 2013

1 hour 30 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1	8	
2	13	
3	6	
4	12	
5	14	
6	15	
7	12	
Total	80	

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INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

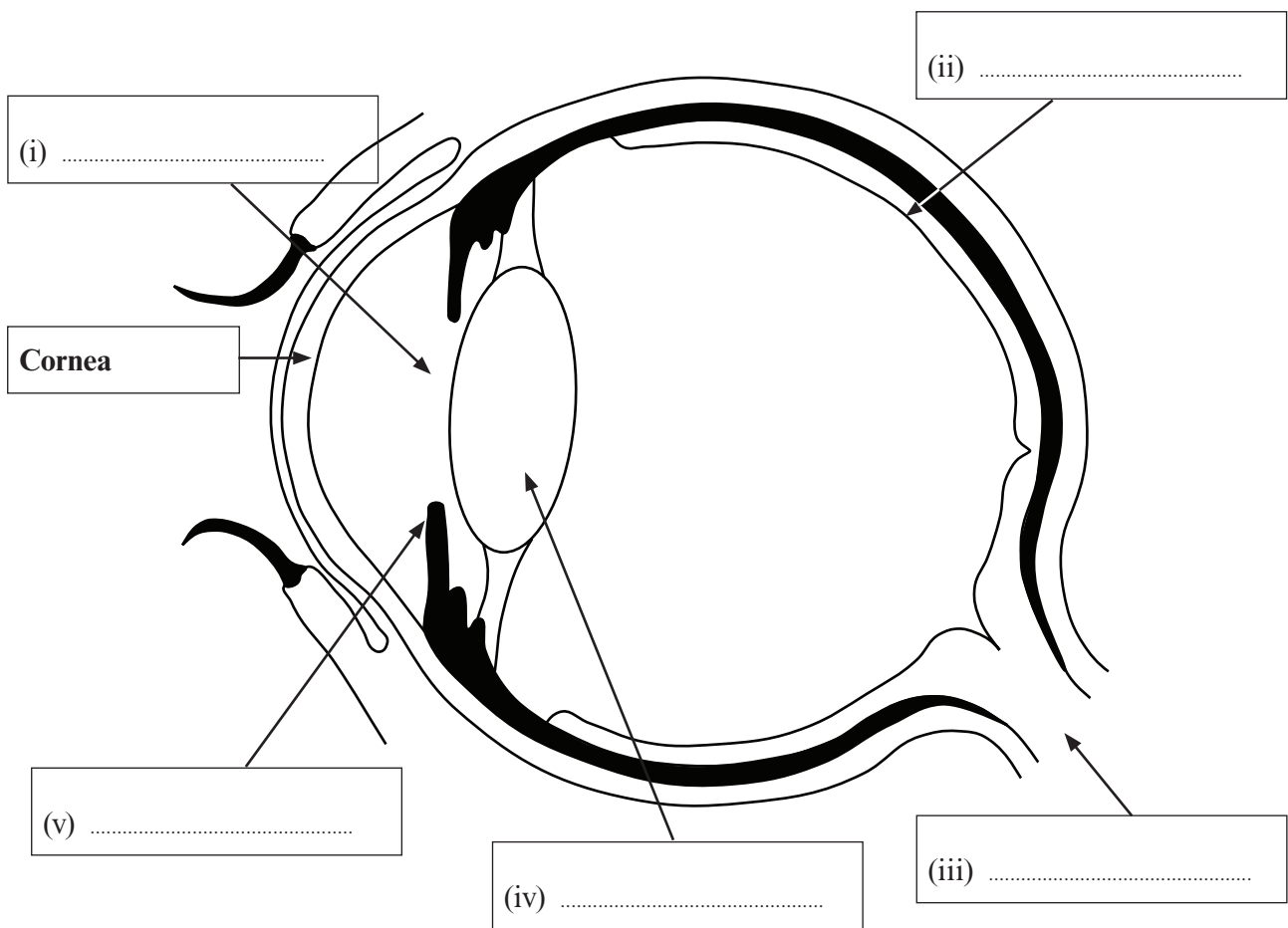
You are reminded that assessment will take into account the quality of written communication used in answers that involve extended writing (questions **5(c)** and **7(b)**).

Answer **all** questions.

1. (a) Use the terms in the box to label the diagram of the eye.

[5]

Retina Iris Lens Optic Nerve Pupil Blind Spot



(b) Draw **three** lines to link the part of the eye named on the left with its function. [3]

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Optic Nerve

By changing its shape it changes the focal distance of the eye.

Iris

Contains the cells that are sensitive to light.

Retina

Carries information from the eye to the brain.

A circular muscle that contracts and relaxes depending on light intensity.

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2. Teachers at a primary school decided to use Vygotsky’s Zone of Proximal Development in their teaching. They used Vygotsky’s ideas when teaching one group of Year 5 students. They compared the students’ progress to another Year 5 class (a control group) that were not using Vygotsky’s ideas. They measured the progress in reading of both groups over a period of one school term.

The findings are shown in the table below.

	Using Vygotsky’s ideas	Control (not using Vygotsky’s ideas)
Mean increase scores in reading	1.4	0.6

(a) This study was an experiment.

- (i) Identify the independent variable (IV). [1]

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- (ii) Identify the dependent variable (DV). [1]

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(b) This experiment used an independent groups design. Explain why the independent groups design was chosen. [2]

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(c) State **one** conclusion that can be drawn from the table of findings. [2]

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(d) (i) Explain **one** advantage of using experiments as a method of investigation in psychology. [2]

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(ii) Explain **one** disadvantage of using experiments as a method of investigation in psychology. [2]

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(e) Describe the techniques used by a teacher following Vygotsky’s ideas. [3]

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3. The table below shows information about sampling techniques. Complete the **six** missing items in the table.

<p>Sampling Technique</p>	<p>Random Sample</p>	<p>Volunteer Sample</p>	<p>(i)</p> <p>.....</p> <p>[1]</p>
<p>Description / Example</p>	<p>(ii)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>[1]</p>	<p>Place an advertisement where the target population will see and then wait for volunteers.</p>	<p>Arrange the names of population on a list, then select every 5th person.</p>
<p>Advantage</p>	<p>Every member of the population has the same chance of being selected.</p>	<p>(iii)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>[1]</p>	<p>(iv)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>[1]</p>
<p>Disadvantage</p>	<p>(v)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>[1]</p>	<p>(vi)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>[1]</p>	<p>Chosen participant may not be willing to take part in the study.</p>

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4. A psychologist used a case study to investigate how psychiatric patients felt about their treatment. She interviewed **two** patients several times over a 6-month period.

(a) Describe what is meant by ‘a case study’. [2]

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(b) (i) Explain **one** advantage of using a case study in this research. [2]

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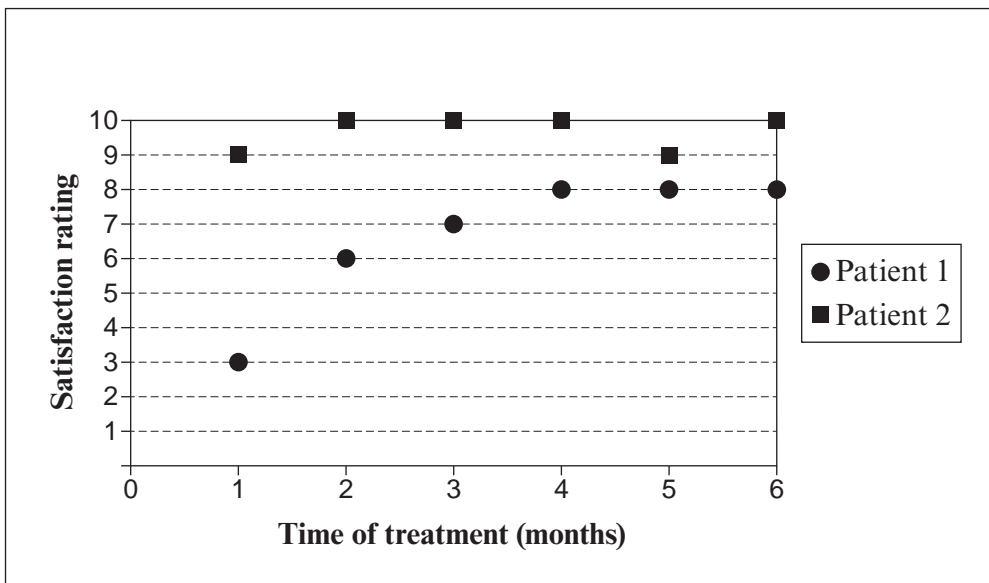
(ii) Explain **one** disadvantage of using a case study in this research. [2]

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Each time the patients were interviewed they were asked how satisfied they felt about their treatment by giving a score out of 10, 10 being ‘very satisfied’ and 1 being ‘very unsatisfied’. The findings are shown below.



(c) (i) What conclusion can be drawn from the findings for Patient 1? [2]

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(ii) What conclusion can be drawn from the findings for Patient 2? [2]

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(d) Use the data from the findings on the opposite page to calculate the mode for the satisfaction rating score of each patient.

(i) Modal score for Patient 1 = [1]

(ii) Modal score for Patient 2 = [1]

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5. (a) List **four** symptoms of uni-polar depression.

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(b) Describe how chemotherapy is used to treat mental illness.

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(c) Discuss the effectiveness of the biological approach in treating mental illness.

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6. A laboratory experiment with a repeated measures design was carried out to see if the time of day affects memory recall. An opportunity sample of Year 11 students was given a memory test in the morning and then a similar test in the afternoon.

The median recall scores were compared as shown in the table below.

	Morning	Afternoon
Median recall scores	58	41

- (a) What is the aim of this study? [2]

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- (b) Write a suitable hypothesis for this study. [2]

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- (c) Describe what is meant by 'opportunity sampling'. [2]

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- (d) (i) What is meant by the term 'repeated measures design'? [1]

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- (ii) Why was a repeated measures design used in this study? [2]

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(e) Use the findings to explain why it would be better for the students of this class to sit an exam in the morning. [3]

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(f) (i) Name **one** ethical issue in this study. [1]

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(ii) Describe how you could deal with this ethical issue. [2]

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7. (a) Describe **one** characteristic of each of the following stages from Piaget’s theory of cognitive development.

(i) The sensori-motor stage. [2]

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(ii) The pre-operational stage. [2]

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(iii) The formal operational stage. [2]

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(b) Evaluate Piaget's theory of cognitive development.

[6]

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